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ABSTRACT

A report is given on a collaborative effort by Ohio State Univerisity's College of Education, the Columbus School District, and the Columbus Education Association which was developed to implement the Holmes Group reform agenda. The agreement covers services such as field experience sites experimental settings, cooperating teachers, and undergraduate and graduate course credit. As the District and the Columbus Education Association create new professional growth opportunities for teachers, the College helps to plan and develop them. The structure for these professional development opportunities is a peer assistance and review program (PAR), a comprehensive system of observation, coaching, counseling, and professional assistance that is nested in a peer-review process and is governed by a panel consisting of four teachers and three administrators. Specific program areas include: extended teacher preparation programs, creation of a career ladder program, evolution of a peer assistance and review program, and development of a graduate program for teacher leaders. Included in the report are detailed descriptions of the PAR program and the Columbus Instructional Model, as well as an overview of a graduate program for specialists in professional development. (JD)

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PARTNERSHIPS IN THE PROFESSIONAL DEVELOPMENT OF TEACHERS: THE COLUMBUS SCHOOL DISTRICT, THE COLUMBUS EDUCATION ASSOCIATION, AND THE OHIO STATE UNIVERSITY

A Panel Presentation by:

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JOHN GROSSMAN, President, Columbus Education Association

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National Holmes Group Meeting, Washington, D.C.
January 30, 1988

SP 030 393

Introduction

For over a decade, the Columbus School District, the Columbus Education Association, and The Ohio State University's College of Education have developed a series of working relationships that now have evolved into a complex partnership. This partnership originated in an exchange of services agreement worked out largely through the efforts of Don Anderson, John Grossman, and Nancy Zimpher. The agreement, covering services such as field experience sites, experimental settings, cooperating teachers, and undergraduate and graduate course credit, replaced a chaotic set of fee structures, communication mechanisms, and administrative provisions with a single contractual arrangement that simplified and streamlined this complex tangle. Renegotiated every three years, the exchange of services agreement provided the foundation for this partnership.

As the District and the Columbus Education Association created new professional growth opportunities for teachers, the College has helped to plan and develop them. The structure for these professional development opportunities is a peer assistance and review program (PAR), a comprehensive system of observations, coaching, counseling, and professional assistance, that is nested in a peer-review process and is governed by a panel consisting of four teachers and three administrators. Professors Zimpher and Howey have been frequent contributors and consultants to the Panel on questions of evaluation and professional development. John Grossman, President of the Columbus Education Association, and Jim Hyer, the former Columbus Superintendent, were

insrumental in creating the various programs now functioning under the Panel's jurisdiction.

In 1986-1987, twenty-six PAR consultants--teachers released for up to three years from instructional duty-- reviewed and provided professional assistance to 510 District teachers. Over 1000 teachers have been assisted by the program in its year-and-a-half tenure. All beginning teachers take part in the program as well as teachers who seek assistance or are referred to the program. New teacher losses have been reduced to 8 percent. Only 17 teachers, both new and experienced, have been counseled into other professional roles or have left teaching to pursue other careers.

In 1986, the District created another professional development entity--the Columbus Instructional Model (CIM). Under the leadership of Mr. James Simms, a group of teachers and administrators with the assistance of Judith Greene, a member of the College faculty, conceptualized a model of teaching that incoporates the District's notions about the qualities typical of successful teaching and supported by research on teaching. As with the PAR panel, the District, the Columbus Education Association, and the College of Education developed the model jointly.

Shortly before Ohio State became a member of the Holmes Group, the Columbus Superintendent of Schools, Jim Hyer, CEA's President, John Grossman, and Don Anderson, the College's Dean, met with key members of their staffs to examine the implications of the College's entry into the Holmes Group. The meeting produced an agreement that the goals of the Holmes Group were of mutual interest and benefit to all three

organizations, and that they would work cooperatively in developing the necessary relationships and mechanisms to achieve them.

Roughly once each month, a small group of College faculty including Nancy Zimpher and Ken Howey, Jim Hyer, John Grossman, and either Don Anderson or Vic Rentel met to discuss the kind of professional development school that would be feasible for the District, and to explore potential ties between the College's teacher preparation and graduate programs and the District's and the Association's goals for improving teaching within the District. The outcomes, thus far, have been (a) broad agreement on a professional development school framework, (b) a complex proposal for a teacher leadership program involving the District, the Columbus Education Association, and the College's Holmes curricula and a new grauate program for specialists in professional development, and (c) a joint District-Columbus Education Association-College of Edcuation induction-year course for the District's new teachers. Each of these, in turn, is linked to the PAR program and the Columbus Instructional Model.

The Peer Assistance and Review Program

All beginning or new Columbus teachers receive professional assistance during their first year of teaching in the District. Other Columbus teachers needing assistance can voluntarily request it, or review and assistance can be requested by a building principal and/or an Association representative. One of 26 PAR consultants will be assigned to review the teacher's performance and will assist in the form of counseling, workshops, and advice. Each PARR consultant has a case load of 15-18 teachers. Cases are reviewed and assigned by the PAR Panel consisting four teachers and three administrators who work closely with PAR

consultants. College faculty assist the panel and PARR consultants through workshops and other activities. PARR consultants are relieved from teaching duties for up to three years, and then return to their classrooms.

The Columbus Instructional Model

The Columbus instructional Model assumes multiple perspectives on teaching. It is not a prescriptive model, but instead describes components of successful teaching and alternative teaching styles. It serves as a basis for advice, counseling, and for broader professional development activities such as the District's workshops and more general in-service activities. College faculty have been involved in conceptualizing the model and in follow-up activites based on the model.

The Teacher Leadership Program

The major ingredients of the teacher leadership program include:

1. Voluntary participation.
2. Incentives for teacher cooperation.
3. Opportunities and structures that encourage collaboration.
4. Incentives for teacher growth and goal setting.
5. Varied models and measures of teacher effectiveness.
6. Teacher input into program design and implementation.
7. Adequate funding.
8. Opportunities for all professionals to particpate, including librarians, staff developers, nurses, supervisors, and administrative personnel.
9. A minimum of bureaucratic red tape and paper work.
10. Inclusion of all teaching and nonteaching activities.
11. Review processes that maintain program flexibility and vitality.
12. Opportunities for professional growth.
13. Opportunities for self-evaluation.
14. Well-advertised and understood criteria, procedures, and requirements.
15. Advanced graduate preparation.
16. Inclusion of options.

Based on these characteristics, the following goal-directed elements of an incentive plan for individual teachers can be linked to levels of a

career ladder:

1. Direct observation by a PAR consultant at least twice each year.
2. Self evaluation at least three times during the year.
3. Voluntary staff development (CEUs).
4. Demonstrated commitment to students.
5. Student feedback for each class at least once each year.
6. Parent feedback for each class at least once each year.
7. Teaching low achieving students.
8. Student gains on standardized tests.
9. School gains on standarized tests.
10. Being a new-teacher mentor.
11. Being a student-teacher mentor.
12. Curriculum development.

These 12 elements as well as others can be scaled and weighted. Items 10 through 12, in addition to being scaled and weighted, can be associated with the highest steps on the ladder. Individual teachers may elect voluntarily to utilize combinations of items on the scale for movement within steps. Items 10-12, however, are linked to specific steps on the ladder. Each goal or criterion can be tied to a scale value that when summed produces a total value. Total values can then be equated to direct monetary incentives.

Assumptions

In the future, this career-ladder will be strongly influenced by national board certification. The role categories recommended below attempt to anticipate the career distinctions likely to emerge from national board certification and current Ohio certification requirements. However, since national board certification will not replace state licensure, existing state certificates are incorporated in the proposed career ladder. This ladder contains six steps, each related to an anticipated national board certification assessment outcome and/or to a state certificate.

The experience of teaching is a foundation for acquiring leadership qualities, but experience alone is insufficient. A body of research now exists setting forth the elements of leadership in teaching--domains of knowledge that inform the role of teacher leaders. This research is the primary knowledge to be acquired in our graduate program in teacher leadership. A specialist certificate and the Ph.D. in teacher leadership are connected to the career ladder through in its top two steps: professional development specialist and career professional with its various subdivisions (teacher leader, evaluation specialist, curriculum and technology specialist, and learning specialist).

Four of the six levels on the career ladder are linked to a degree, and three levels are linked to a state certificate. Apprentice teacher, master teacher, and career professional are premised on university degrees. Teacher, team leader, and professional development specialist are premised on state classroom teacher or educational personnel certificates.

Columbus Public Schools Career Ladder

Level 1: Baccalaureate degree = Apprentice Teacher inductive year thesis 15 credit hours - G. S.
Level 2: Provisional Certification = Teacher
Level 3: Master's Degree = Master Teacher
Level 4: Professional Certification = Team Leader
Level 5: Mentor Certification = Professional Development Specialist ABD
Level 6: Doctoral Degree = Career Professional
Teacher Leader
Evaluation Specialist
Curriculum and Technology Specialist
Learning Specialist

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financial incentives

Links to College of Education Holmes Programs

Over the past year and a half since entering the Holmes Group, the the College's Senate has been developing policies and its administration has been preparing various guidelines for planning graduate-level Holmes curricula. Planning has reached the stage where departments are planning specific programs in many teaching specialties. Holmes programs in the College will vary considerably from teaching specialty to teaching specialty, but secondary curricula will be similar to the program outlined below. What follows, though, is an illustration rather than a reality. College departments are planning Holmes programs for 30 or more teaching specialties, each one likely to have unique features. All must be approved by the College, the Graduate School, the University Senate, the Board of Trustees, and, depending on the type of degree proposed, perhaps even the Ohio Board of Regents. In addition, the State Board of Education must approve them for certification.

The curriculum described below specifies hypothetical admission requirements, goals and purposes, course sequences, clinical and field experiences, exit criteria and degree requirements. In addition, where critical linkages with the career ladder are proposed, or where key ingredients of planning such as recruiting students have implications for relationships between the Columbus Public Schools and the College of Education, they are examined in detail.

Apprentice teacher is the first rung on the ladder. It requires an arts and sciences or other baccalaureate degree. Completion of course

work in a Holmes graduate program will lead to provisional classroom teacher certification and the second step on the career ladder, and completion of a thesis at the end of the induction year leads to step three, master teacher. At the doctoral level, completion of a comprehensive examination leads to an OSU-granted Professional Development Specialist Certificate, and completion of the dissertation leads to the highest step on the career ladder, career professional.

Master's Level Curriculum: Preservice Teacher

1. Pre-Education Requirements and Experiences
   a. General Education: 48 quarter hours of coursework distributed as follows: Humanities (15 hours), Natural Sciences (15), Social Sciences (15); Mathematical Sciences (9).
   b. Teaching Major: 45 quarter hours or more of coursework in a major.

2. Education Minor: 30 quarter hours of coursework:

History of Modern Education	3 Credits
Adolescence	3 Credits
Educational Psychology	3 Credits
Psychology of Learning	4 Credits
Sociology of Education	5 Credits
American Minority Relations	3 Credits
Sociology of the Family	5 Credits
The Child and Society	5 Credits

3. Early Field Experience: 5 Credits

It is the purpose of this experience to:

a. Provide an early exposure to teaching and learning through clinical experiences that take place both in field settings and in university classrooms and laboratories;
b. Provide through clinical experience an opportunity to examine the social foundations of schooling, its institutional characteristics and functions, and the roles of teachers within this institution; and
c. Build a conceptual base for pedagogical and foundational studies that make up the program of professional studies.

Topics include:

a. Historical development of schooling in America.
b. Political, social, and economic purposes of schooling.
c. Critical issues in schooling such as cultural pluralism, racism, sexism, accountability, and the moral and ethical concerns of teaching.
d. The role of the teacher.
e. The teaching profession.
f. Teaching as a career.

These initial field experiences will be accompanied by a seminar devoted to analyzing and understanding the culture of schools and the historical, cultural, social, and economic purposes of schooling. Observations will be directed toward specific functions of various personnel in schools and school districts, including teachers, union leaders, administrators, health professionals, social service professionals, parents, and the school community.

Curricula for College of Education programs will be an intergrated series of campus- and field-based courses grounded in research on teaching and learning, shaped by the belief that teaching grows out of pedagogical reasoning embedded within a core of professional values and ethics. The model also assumes that learning to teach is developmental.

1. Requirements for the Master of Education Degree:

a. 60 quarter hours, including a clinical residency.
b. 3.0 grade-point average.
c. Completion of an approved master's thesis.
d. Completion of a master's oral examination.

2. Sequence of Courses:

COURSE		TITLE	CREDIT HOURS
EDUCATION	8XX	Foundations of Education	5
EDUCATION	8XX	Curriculum and Instruction	5
EDUCATION	8XX	Instructional Technology, Media, and Design	5

EDUCATION	8XX	The (English, Science, etc.) Curriculum	5
EDUCATION	8XX	Teaching (English, Science, etc.)	5
EDUCATION	8XX	(English, Science, etc.) Laboratory	5
EDUCATION	8XX	Clinical Residency: (English, Science, etc.)	15
EDUCATION	925	Seminar in (English, Science, etc.)	5
EDUCATION	999	Thesis Research	10

3. Clinical and Field Experiences

The purpose of the clinical component of the curriculum is to develop and refine pedagogical reasoning and teaching skill. To do so, each student is expected to achieve the following goals:

1) To develop and refine the grounds, backing, and warrants for teaching decisions.
2) To develop and refine motivational and human relations skills.
3) To develop and refine performance

The clinical and field experience sequence described below is organized around critical concepts, skills, and research contained in and accompanying the courses below:

EDUCATION	8XX	Teaching (English, Science, etc.)	5
EDUCATION	8XX	(English, Science, etc.) Laboratory	5

The Clinical Residency and Seminar

The clinical residency (EDUCATION 8XX: Clinical Residency) and the seminar (ED STUDIES 925: Seminar) is an integrated 10-week experience designed to sharpen and refine pedagogical reasoning and essential teaching skills. The residency will be jointly supervised by OSU faculty and professional development school faculty. During the residency, students will expand the scope and complexity of teaching assignments gradually until able to perform a wide range of teaching functions effectively.

The seminar is a vehicle for analyzing, interpreting, and evaluating performance of these functions and for refining the

reasoning associated with pedagogical decisions. Students in the seminar also will critically analyze the school as a social organization and its relationships to the local community. A fundamental expectation is that students will analyze, interpret, and evaluate these experiences within a disciplined framework of research and theory about teaching and learning. Students also will develop a prospectus for their thesis research during this seminar, that, when approved by their Master's Advisory Committee, will become the thesis problem investigated during their induction year.

The Induction Year

The state-required induction year will be incorporated into a student's program of clinical experiences in the following way. During their induction year, students will enroll in EDUCATION 999: Thesis Research. They will investigate a critical problem in teaching or school learning uncovered during their clinical residency. Under the guidance of their master's advisor and their induction-year mentor, they will investigate this problem. The report of this investigation will be the master's thesis. The master's advisor and the induction-year mentor will constitute the Master's Advisory Committee. Students will have one year to complete their thesis and an oral thesis examination.

In addition to completing the master's thesis and master's examination during the induction year, students will continue to develop portfolios in preparation for national board certification. Both the master's advisor and the induction-year mentor will play a substantive role in assisting the induction-year student in the analysis, interpretation, and resolution of teaching weaknesses.

Exit Criteria

1. Clinical Residency

   a. Grade of 80 or higher on the OSU Performance Rating Scale to becompleted by the cooperating teacher and the master's advisor.
   b. Approved master's thesis proposal.
   c. Grade of B or higher in EDUCATION 925: Seminar.

2. Induction Year

   a. Satisfactory completion of master's thesis
   b. Satisfactory completion of master's oral examination.

Recruiting Students

In cooperation with local school districts who have instituted career ladder programs, the College will recruit at least 50 percent of its student body from among apprentice teachers in district career-ladder programs. These recruiting arrangements with local districts will be governed by contracts established with boards of education for professional development schools and will reflect collective bargaining agreements reached with teacher unions. These contracts will include provisions for recruiting, admission, and retention of education students.

Apprentice teachers entering school district career ladder programs will be recruited cooperatively with districts into the College's graduate programs. Prior to commencing their apprentice role, they will enroll for 15 credits during the summer, 15 credits during the next academic year, and 15 credits during the following summer quarter. In addition to being salaried, other forms of assistance may be available through each district. Upon completion of a thesis entailing 12 to 15 hours of graduate credit (as part of a student's

induction year), a master's degree will be awarded.

Professional Development Schools

Omitted from these descriptions is any mention of professional development schools. Discussions with the Columbus Public Schools and the Columbus Education Association have not advanced to the stage where all key elements of professional development schools have been agreed upon. We have agreed that professional development schools will not be limited to buildings. Rather, professional development schools will be configurations of staffing and criteria for the selection and assignment of faculty to professional development roles, and the inclusion of teacher educators in the District's formal professional development arrangements. In addition, professional development includes the entire career progression from preservice through the highest steps on the career ladder. Finally, all District schools will be eligible for selection as a professional development site, depending on configurations of staffing and programs available in the school. Beyond these broad principles, much remains to be specified about the nature of professional development schools.

We do not know how large this partnership between the University, the Columbus Public Schools, and the Columbus Eduction Association will grow. Much remains to be achieved. We do believe this partnership will one day be the norm rather than the exception in our profession. We have benefitted greatly from it, and fully expect to do so in the future.

The

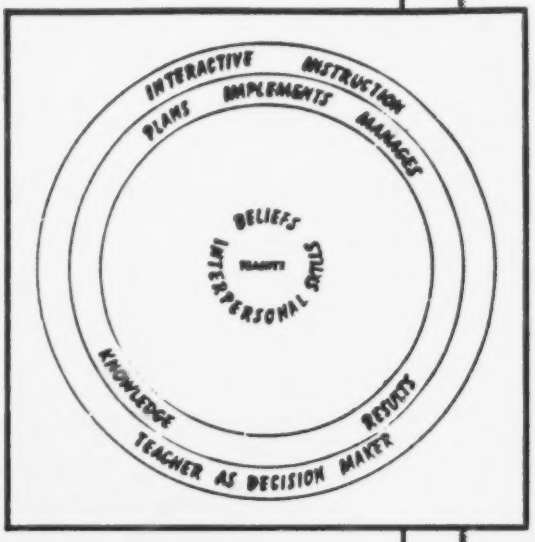
Columbus Instructional Model

Developed by and for Teachers and Administrators in the Columbus Public Schools

Teacher as Informed Decision Maker

An Overview

The Columbus Instructional Model is a framework that coordinates and focuses curriculum, instruction, evaluation, supervision, inservice training and resources. This framework will enable teachers to become more informed decision makers to enhance instruction, assure appropriate accountability and promote student progress.



The development of the Columbus Instructional Model is a collaborative process. It utilizes the experience and knowledge of the teaching and administrative staffs and incorporates extensive research about effective teaching strategies and learning behaviors. As a result of this collaboration, teachers and administrators will have a shared language that will improve communication, foster collegiality and raise the decision-making process to a conscious level.

As shown in the graphic of the teacher domain on this page, the teacher's belief system and interpersonal skills work together as critical components of interactive instruction. Beliefs appear at the center of the teacher domain. The integration of the teachers' beliefs into their teaching has a direct influence on their attitudes about the profession, students, peers and themselves. The beliefs that all people can learn and that learning is a life-long process are beliefs that all teachers hold.

Interpersonal skills include communication, compassion and empathy. These skills enable teachers to look at teaching through the eyes of the student and work cooperatively with their colleagues. These are essential to the teacher's role as interactive instructor and are important in developing and fostering collegiality. *INTERPERSONAL SKILLS TURN BELIEFS INTO ACTIONS.*

Operating from a knowledge base as described on the back, the teacher plans, implements and manages interactive instruction based on informed decision making. The Columbus Instructional Model provides the framework to assist teachers in making these informed decisions which enable them to refine, modify or change their teaching practices.

"If teaching is an activity about which we can have knowledge, is it not reasonable to contend that those who teach ought to have what knowledge is available about what it is they do?"
Gary Fenstermacher *Time to Learn*

The Teacher Domain

Knowledge

The teacher has a knowledge base as reflected in the graphic of the teacher domain. This knowledge helps the teacher as a decision maker to plan, implement and manage interactive instruction. The knowledge section includes:

- An awareness of the needs, concerns and expectations of the parents and the community
- An understanding of current research about learning, teaching and managing
- An understanding of staff, students and self
- An awareness of federal, state, district and building-level policies
- An academic base in content area(s)
- A knowledge of the curriculum and expectations for students as stated in the Course of Study
- An awareness of resources within the district and the community that can be used to support instruction

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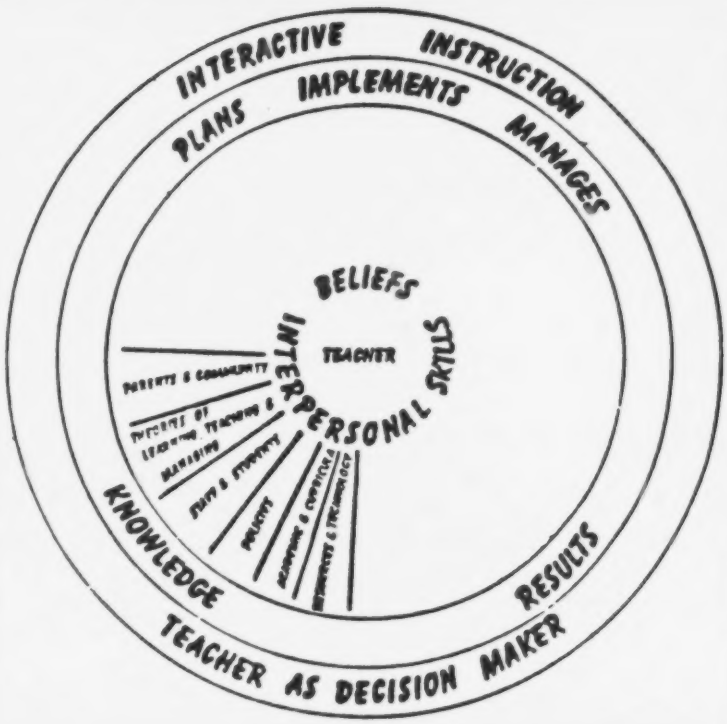
This is the first in a series which will explain the teacher domain of The Columbus Instructional Model. The next four parts of this series will give indepth information about: Climate, Program, Interactive Instructional Behaviors, Monitoring, Assessing, Evaluating and Results



INFORMATION LINE
If you have any questions or concerns about the Columbus Instructional Model Call 222-3143

Climate

The overview indicated that a teacher's belief system, interpersonal skills and knowledge base are used collectively to plan, implement and manage interactive instruction. One crucial area which a teacher plans, implements and manages is climate.

School climate is defined as the qualities of the learning environment and the attitudes of the people in the school which affect how individuals feel. Positive classroom climate fosters an atmosphere in which students are encouraged to accept responsibility, respect the rights of others and work cooperatively. Classroom climate is an extension of school climate, and school climate is an extension of systemwide climate. Teachers working cooperatively with administrators are responsible for creating a climate conducive to teaching and learning with high expectations for all.

The following have been identified by Columbus teachers and administrators as some of the indicators that characterize a positive learning climate:

- Efficient and effective rules and routines are practiced
- Treatment for all students is equitable
- Students help make rules
- Students feel invited to learn
- Teacher/student relationship is positive
- An incorrect response is handled with dignity
- The reward structure relates to student effort and achievement
- Teachers are aware that their behavior affects student behavior

"I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized."

H. Ginott
Between Teacher and Child

The following are some suggestions to help establish positive classroom climate:

- Set classroom rules early in year and enforce consistently
- Decrease amount of time used in starting an activity
- Some classroom management activities can be performed before students arrive for instruction. For example:
  - assignments written on board
  - activities related to lessons written on the board
  - supplies readied for assigned activity
  - audio visual equipment checked, set up and readied to use

more>

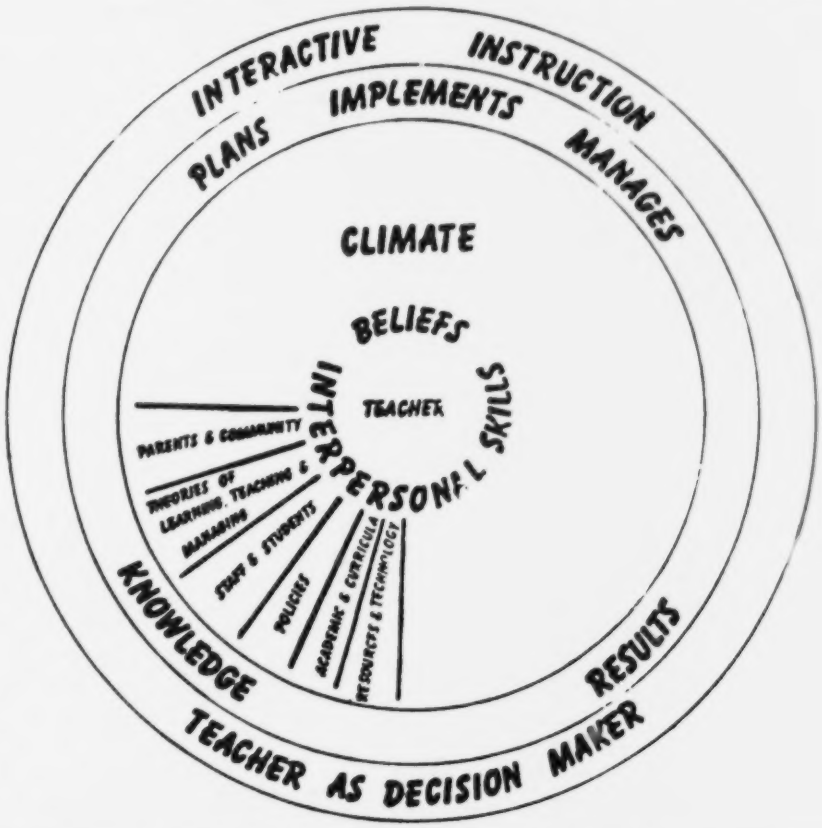
The Teacher Domain

- Familiarize students with expected routines for leaving and/or entering the classroom.
- Devise a standard signal to bring class to attention
- Share who you are with the students. For example:
  - have a bulletin board highlighting interests, family, pets, hobbies, etc.
  - display diploma and certificates
  - display personal writing
  - discuss personal reading

"The degree to which I can create relationships which facilitate the growth of others as separate persons is a measure of the growth I have achieved in myself."

Carl R. Rogers
Perceiving, Behaving, and Becoming

Watch for the third part of the series about Program



INFORMATION LINE: 222 - 3143

The Columbus Instructional Model

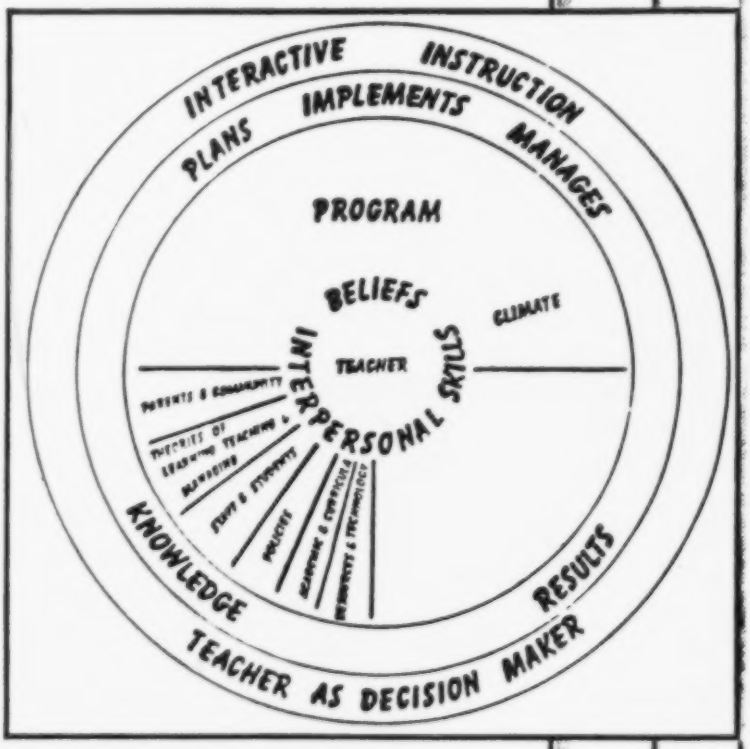
Developed by and for Teachers and Administrators in the Columbus Public Schools

PROGRAM

The last part of this series emphasized the importance of climate in setting the stage for learning.

Good teaching is a complex series of decisions the teacher makes as he/she plans, implements and manages program. The quality of the decisions about program are strongly influenced by the teacher's knowledge base as shown in the graphic. Greater depth of knowledge assures a more thorough comprehensive plan for instruction. Unit and daily lesson plans flow naturally from the broader long-range comprehensive plan.

The following concepts about program planning were identified by Columbus teachers and administrators who participated in group discussions about the emerging Columbus Instructional Model.



When planning for instruction:

- refer to the Course of Study and the curriculum guides
- select goals and objectives
- select appropriate content
- plan units and daily lessons
- select appropriate strategies to accommodate learning differences
- plan strategies for monitoring, assessing and evaluating
- plan for intervention to include both enrichment and remediation
- plan delivery methods and evaluation procedures
- plan for smooth transitions to assure lesson continuity
- sequence the various segments of the lesson

Today's preparation determines tomorrow's achievement.
source unknown

See back page for the seven elements of a typical format.

Seven Elements of a Typical Lesson Format

Focusing - Use a focusing activity to get students ready for a new lesson. This sets the mood and relates previous instruction to the task at hand. Refocusing occurs when needed throughout the lesson.

Objective and Purpose - Before the lesson begins, tell the students what they will know or do as a result of the instruction.

Lesson Presentation - Present a new concept or skill to students. During the lesson the students will interact with the teacher. The material is treated in various ways. Skills are modeled and information is provided orally and in writing. The strategies for accomplishing the task are explained and methods for checking accuracy are presented.

Checking for Understanding - Check students to see if they are using new skills or processing new information. Two strategies for accomplishing this are...

- Sampling: Pose questions to an entire group and get answers from a cross section of students.
- Signaling responses: Get answers from every group member by having all students signal for "agree" or "disagree" or "not sure." Each teacher can develop his/her own signaling system.

Guided Practice - Guide the students' initial steps in new learning carefully. This assures accuracy and success for all students. Following instructions, circulate among students to make sure the instruction has "taken" before "turning students loose" to practice independently. The student needs to perform enough of the task so intervention, if needed, can occur immediately. The teacher can check to see if the students are ready to bring closure.

Closure - Ask the students to summarize, when appropriate. Closure allows the students to organize and assimilate information. It also allows the teacher the opportunity to check for understanding before independent practice occurs.

Independent Practice - When the students can perform new skills without confusion or errors, they are ready to practice alone. Written or verbal work for practice can be assigned to each student based upon individual needs. Independent practice could be periodically assigned as homework.

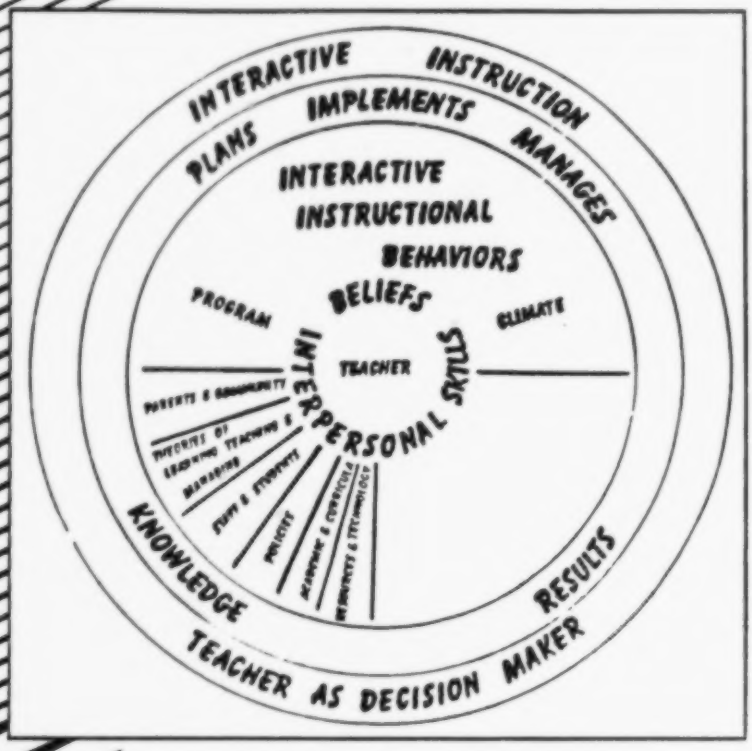
These seven elements of lesson format are to be viewed as generic instructional processes that underlie effective planning and teaching, not a recipe to be followed step by step in every lesson. They are elements to be considered when planning instruction. Patricia Wolfe writes in the February 1987 edition of Educational Leadership. ...

These seven elements are research-validated practices to be applied at the discretion of teachers...who understand student learning. The teacher operating as an informed decision-maker...knows when the use of an element is indicated and how to adapt it to specific situations and students.

The next part of the series will focus on interactive instructional behaviors.

The Columbus Instructional Model

Developed by and for Teachers and Administrators in the Columbus Public Schools



INTERACTIVE INSTRUCTIONAL BEHAVIORS

The last part of the series stated that the teacher plans, implements and manages program.

As shown on the graphic of the teacher domain, the teacher works from a knowledge base to make informed decisions about classroom climate and program. These decisions are implemented through interactive instructional behaviors. (Monitoring, assessing and evaluating are on-going processes enabling the teacher to examine, refine and modify decisions about interactive instruction to accommodate individual student needs and interests.)

The effective teacher uses a variety of instructional strategies to provide equitable opportunities for learning and to meet the needs and interests of all students.The Columbus Instructional Model illustrates interactive instruction by providing examples of behaviors which are characteristic of this type of instruction.

When promoting <u>clarity</u>, the interactive teacher:

- states directions clearly
- provides information relevant to the lesson
- organizes guided practice
- sequences lessons
- provides explanations for all new content, concepts or skills
- presents information in an organized manner

When asking <u>effective questions</u>, the interactive teacher:

- engages all students' attention and participation
- promotes thinking processes
- varies the structure to ensure student success
- provides adequate wait time
- promotes student success by varying the types of questions
- summarizes information presented

When <u>managing time efficiently</u>, the interactive teacher:

- allocates an appropriate amount of time for planned units or specific tasks
- emphasizes increased time-on-task
- plans transitions
- paces to increase student involvement and understanding
- handles non-academic routines quickly

The Teacher Domain

When motivating students (to increase effort), the interactive teacher:
- uses students' interests and needs to determine focus
- models or demonstrates a behavior or task to ensure student understanding and involvement
- varies instruction to accommodate all learning styles

When managing classroom procedures, the interactive teacher:
- establishes, posts and teaches rules and routines
- provides for practice of routines in order to reinforce them
- reinforces rules and routines on a periodic basis

When individualizing instruction, the interactive teacher:
- pairs students appropriately
- teams students to aid and reinforce instruction
- organizes students into large or small instructional groups
- provides individual assistance following whole-class instruction
- conferences with individuals
- provides one-to-one instruction as needed to meet individual needs
- creates learning centers for individual needs and interests

When providing appropriate and effective lectures, the interactive teacher:
- allows student interaction (questions, summaries, paraphrases, etc.)
- provides information which is meaningful and understandable
- focuses on concepts and principles, not just facts

When increasing rate and degree of learning, the interactive teacher:
- involves all students actively
- provides clear and appropriate examples
- establishes a logical sequence for the parts of a lesson
- provides timely and appropriate feedback
- challenges students to apply and transfer learning
- provides on-going reinforcement
- provides daily, weekly and monthly reviews
- provides for the summarizing of learning through closure

When employing structuring techniques that help the learner to synthesize, apply and transfer new knowledge, the interactive teacher:
- states purpose and objectives clearly
- integrates new with familiar knowledge to promote an understanding of their relationships
- uses guided practice to reinforce new knowledge
- engages students in appropriate independent practice
- refocuses to help students apply knowledge to other situations

When increasing retention of information, the interactive teacher:
- relates information to students' interests and experiences
- models to create images and meaning
- shares memorization strategies
- develops techniques for note taking, outlining and test taking
- engages students in summarizing and paraphrasing

INFORMATION LINE: 222-3143

The final part of the series focuses on monitoring, assessing, and evaluating.

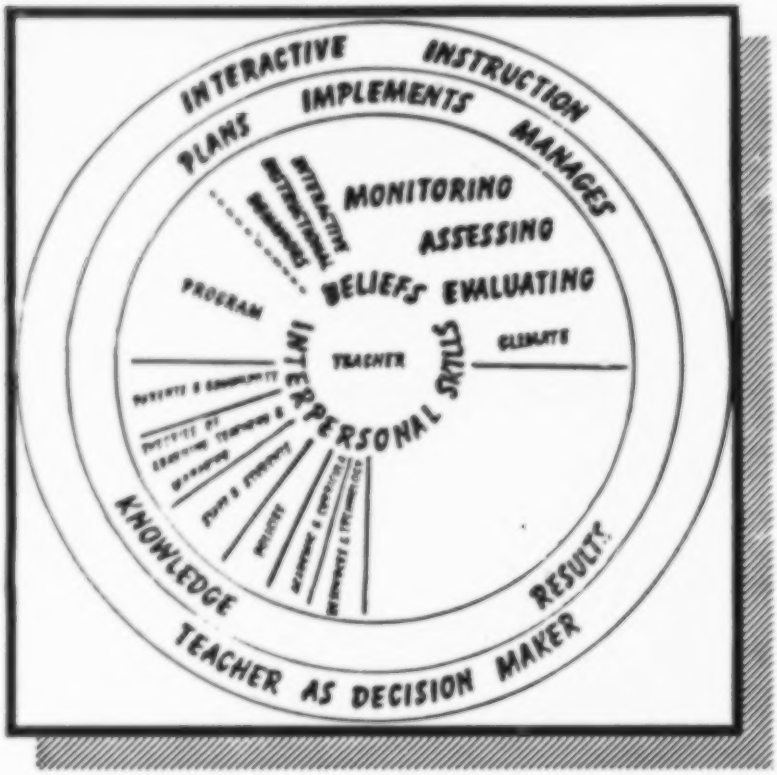
The Columbus Instructional Model

Developed by and for Teachers and Administrators in the Columbus Public Schools

Monitoring, Assessing and Evaluating

This last part of the series focuses on monitoring, assessing, and evaluating.

Monitoring, assessing and evaluating students are on-going components of instructional planning and teaching. Teachers use gathered data to make appropriate decisions about instruction. Based upon this data, teachers will differentiate instruction to meet individual student needs. For the purpose of clarity and consistency, the Columbus Instructional Model defines these terms as follows:



Monitoring is the on-going observation of student performance to identify problems which need immediate attention. It provides a basis for instructional decision-making. Some monitoring strategies are as follows:

- checking for comprehension through a sample of individual responses
- devising a method for students to signal responses for a quick check of whole-group comprehension
- providing immediate feedback through oral/written quizzes
- noting overt behaviors

Assessing is analyzing what students know before instruction, how well they perform during instruction, and what they learn from instruction. Some assessment strategies are as follows:

- identifying specific student strengths and weaknesses
- determining students' instructional levels
- checking for retention of information

Evaluating is the measurement of student performance. It allows students the opportunity to demonstrate what they have learned. Evaluation can be either formative or summative. Formative evaluations are administered during the course of instruction. Their purpose is to provide the teacher with diagnostic information. Summative evaluations are designed to measure student mastery of a fairly large portion of a course or grade-level content. Their basic purpose is to provide teachers with information to help determine students' grades. Some evaluation instruments are as follows:

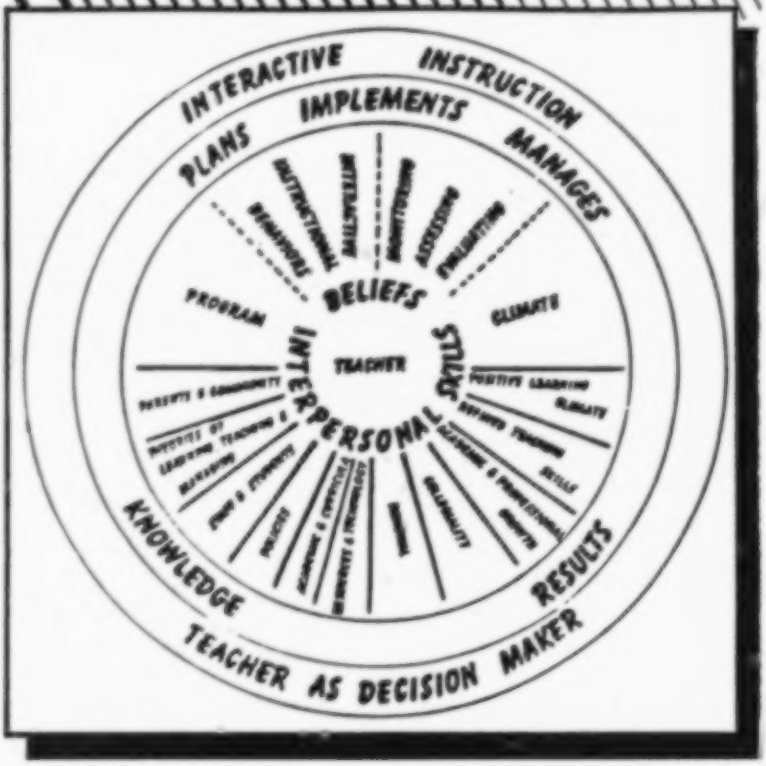
- teacher-designed tests (short answer, essay, oral, etc.)
- observation scales
- criterion-referenced tests
- norm-referenced tests
- student projects and samples of student work

The Teacher Domain

Results

Results is the final section of the teacher domain. It includes the following outcomes of informed decision making in planning, implementing and managing interactive instruction:

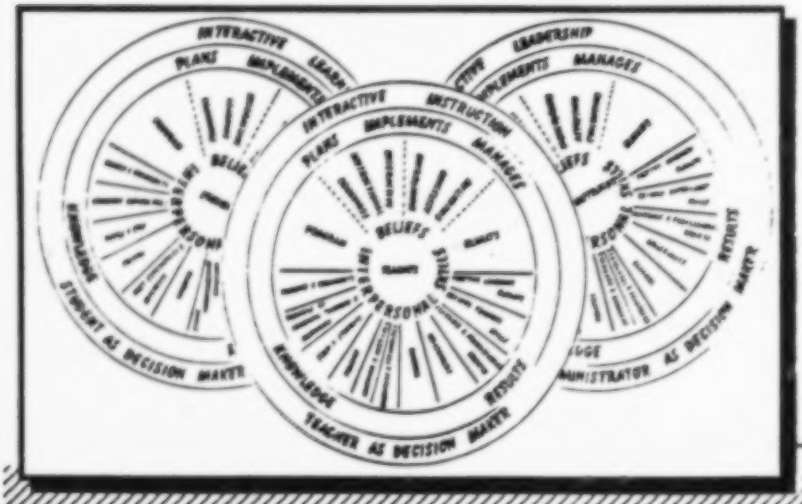
- a positive learning/teaching climate that incorporates the beliefs that all students can learn and diversity should be prized
- an increase in knowledge and experience leading to a broader and more refined repertoire of teaching skills
- the ability to be comfortable in reflecting on one's own practices and to determine strategies for further academic and professional growth
- the development of a shared language among teachers and administrators that helps foster collegiality
- an awareness of the need to be a life-long learner



SUMMARY

By combining the five parts of the series you have received over the past five days, you will have a framework outlining one of the major components of the Columbus Instructional Model -- The Teacher Domain. (See above graphic of Teacher Domain.) The other major components are the Student Domain and the Administrator Domain. (See graphics below.) A fourth major influence on the teaching-learning process is the parent. The Columbus Instructional Model development team, working cooperatively with a large Parent Advisory Group, is in the process of conceptualizing the parent domain.

In summary, the teacher operates from a knowledge base to plan, implement and manage program, to engage in interactive instruction, and to create a positive classroom climate. Throughout this process, the teacher is continually monitoring, assessing and evaluating to assure that all students learn. Teaching is enhanced by a conscious stream of informed decisions, and the development of the teacher as an informed decision-maker will bring about positive results for all involved in the act of learning.



Major Components
of the Columbus Instructional Model

AN OVERVIEW OF A GRADUATE PROGRAM FOR

SPECIALISTS[1] IN PROFESSIONAL DEVELOPMENT

COLLEGE OF EDUCATION

THE OHIO STATE UNIVERSITY

Kenneth R. Howey
Nancy L. Zimpher
Professors
Department of Educational Policy and Leadership

[1] An important client group in this program are teachers who are already in, or desiring to assume, leadership responsibilities for professional development among their colleagues, such as the PAR consultant teachers in the Columbus schools.

A. Rationale for the Program

The following assumptions and conditions support the rationale for this graduate program preparing specialists in professional development:

1) There are major problems presently attached to professional development efforts for educators at all levels of schooling and in a variety of contexts.

2) As a consequence human resources are increasingly being assigned to this responsibility.

3) Critical to the success of persons in these evolving professional development roles are the knowledge, abilities and dispositions which they possess relative to professional development.

4) While many persons in different assignments with staff or professional development responsibilities are served in this program, teachers in leadership positions are a primary focus. Teachers in leadership positions, in career ladders especially, need extended specialized preparation as well as experience and proven ability to assume leadership roles and to achieve highest status on the ladder of responsibilities. Teachers assuming clinical professor status in the Holmes notion of professional development schools also need such extended preparation.

5) Also critical is where and how these people approach their responsibilities. For example, more teachers with dual assignments embedded within the school context who have specific responsibilities for a variety of professional development functions, as well as teaching, are needed.

6) Teacher leaders or potential teacher leaders with such responsibilities can be identified and further developed cooperatively with school districts.

7) The knowledge and educative experiences to prepare such experts can be integrated in a coherent graduate program.

B. Major Purposes for the Program and the Faculty Who Staff It

1) To provide knowledge and to develop abilities and dispositions for the individual to enable the professional development of educators

2) To develop entry-level research skills and dispositions

3) To accommodate to the extent reasonable the needs and interests of each individual in the program

4) To model professional norms and high standards and to reinforce in multiple ways the individual's sense of professionalism

5) To foster a critical, reflective perspective on education and professional development

6) To foster repeated examination of educational policy, practice and conditions through practice-to-theory, theory-to-practice cycles

7) To foster a sense of community and collegiality especially through an on-going, dialectic doctoral seminar

8) To identify leadership opportunities for graduates of the program

C. Scholarly Inquiry Which Informs the Graduate Program of Study

This graduate program of study in professional development is designed for those persons who have specific responsibilities for activities such as the study, design, management, provision, and evaluation of professional development programs for educators whose major responsibility is teaching. Persons in these roles could assume one or all of the above activities. Core studies in this program draw upon research, theory and experience to address the following:

* how empirically-supported understandings in curriculum, instruction, teaching, and classroom management inform professional development

* how knowledge of how adults, and especially teachers, learn, develop and change over time informs professional development

* how institutional and organizational factors, especially those in schools, colleges, and universities, interact with dispositions for learning, developmental patterns and changes in belief and behavior over time and how this informs professional development

* how professional development can be conducted in terms of such basic functions as diagnosing needs and interests, employing multiple instructional formats for enabling different purposes and assessing the efficacy of these various approaches

* how conditions, events, and practices in the classroom can be observed, recorded, analyzed and shared in a variety of formats (variations in instructional supervision) as a central activity of professional development

* how one comes to know through the study of epistemology; the nature of knowledge and knowing

* how scientific inquiry and assessment, especially into the continuing development of educators, has been and can be conducted.

General Program Matrix
For Graduate Study In Professional Development

	1	2	3	4	5	6
	Study of Curriculum	Study of Teaching	Study of Adults	Study of Orgs.	Study of Prof. Dev.	Research Design & Method
Elementary						
Secondary						
Post Secondary						
Other Credit Hrs.	6	6	6	6	15	15

There are six core areas of study in the major, representing approximately 40 credits plus up to 10 more credits over 3 years for participation in an on-going, reflective inquiry seminar for a total of about 50 credits in the major. Courses vary in the first four areas of study depending upon whether the persons interests are in elementary, secondary or post-secondary education. Clients may select from a sequence of seven courses in professional development which are briefly described on the next page. Additionally, each student would be required to pursue 10-15 additional credits in research design and methodology reflecting an understanding of both qualitative and quantitative analysis.

D. The Sequence of Professional Development Courses

Educational Policy and Leadership 925A49 Initial Teacher Preparation and Induction Into the Profession: Implications for Continuing Professional Development

The course examines how alternative conceptions of teaching can be manifested in coherent and interrelated programs in the initial education of teachers. It further examines the nature of laboratory and clinical training as central to the notion of a program, including what the attributes of such training might be, especially as these have been manifested in the professions in the form of simulations and case study work. Emphasis is placed on the extension of preservice programs into clinically-based entry-year or induction schemes for beginning teachers involving major responsibilities by those in schools. Throughout the course the primary purpose is to examine how the nature, scope and structure of preservice and entry-year are related to the nature and scope of experienced teachers' needs and interests in professional development and to where educative principles employed in preservice are related to inservice professional growth and development.

Educational Policy and Leadership 925B49 Theory and Research Related to The Continuing Professional Development of Teachers

The professional development of teachers embraces multiple purposes (pedagogical enhancement, organizational functioning and problem-solving, career development, theoretical development, and personal-professional congruence among others) and formats (workshops, child study, teachers' centers, variations in clinical supervision and action-research, and numerous forms of self-directed study). This course develops an interrelated typology of purposes and formats and examines research and theory supporting or constraining these various approaches.

Educational Policy and Leadership 925C49 Models of Continuing Professional Development of Teachers

A number of policies, practices and contextual conditions support or detract from high quality professional development. These include governance structures, program standards, support mechanisms, selection and preparation of instructors and a variety of follow-up and coaching procedures among others. This course compares and contrasts various dimensions of programs of professional development as these are manifested in different contexts such as higher education, large and small school districts and private sector efforts in an attempt to identify different models or examples worthy of emulation and adaptation.

Educational Policy and Leadership 925D49 Teacher Leadership in the Continuing Professional Development of Teachers

This course provides an overview of the knowledge domains, leadership abilities and dispositions identified as essential for leaders in professional development. These include attention to adult learning and development, leadership theory and style, schools as an organizational context for professional growth, and observation into and reflection on classroom practices as central to mentoring and other leadership functions. Throughout, attention is paid to the various issues and problems encountered in altering role-relatinships among teachers and between teachers in leadership positions and others in supervising and administrative roles.

Educational Policy and Leadership 925E49 Issues, Problems and Policy Analysis Related to the Continuing Professional Development of Teachers

Historically the continuing professional development of teachers has been plagued by unresolved issues and problems. These are often political and economic in nature and represent both conceptual and practical problems as well. There are basic definitional problems and a lack of legal or quasi-legal rules or standards to guide practice. Several of the most cross-cutting and constraining problems are examined from multiple perspectives including those of funding agents, governmental agencies, program designers and administrators, instructors, participants and, the ultimate stakeholders, parents and students.

Educational Policy and Leadership 925F49 The Professional Development of Faculty in Post-secondary Settings

This course addresses particularly the research on college teaching, including empirical studies of classroom practice, results of student evaluations of teaching, ecological studies of student engagement in the college learning environment, and issues and concerns related to the improvement of college teaching. Using these analyses as a frame of reference, the course seeks to propose alternative formats for encouraging the initial and continuing development of the professoriate, not only in relationship to the enrichment of instruction, but also the capacity of professors for inquiry into the teaching of their discipline.

Educational Policy and Leadership 925G49 Introduction to Professional Development (Masters level)

This survey course provides multiple definitions and examples of professional development. It examines major policies, procedures, and practices attached to professional development including governance,

needs and policy analysis, planning, funding implementation of diverse models and examples of prototypical research and evaluation. The primary emphasis throughout is on explicating attributes of successful programs as well as the challenges and problems which constrain against achieving such success and possible strategies which can address these problems.

E. Elective Courses for Majors In Professional Development

Developing Leadership Skills in Professional Development

Higher Education and Professional Development

Instructional Supervision

Directed Study in Professional Development

Practicum in Professional Development

F. Program Characteristics

The program is characterized by:

* a curriculum which draws upon multiple disciplines and multiple perspectives (the program is housed in a graduate program area called Curriculum, Instruction and Professional Development [CIPD])

* a dialogue which is sustained among students and faculty in an on-going dialectic seminar

* opportunities for practice and inquiry in multiple laboratory activities designed to promote professional development, including simulations, reflective teaching exercises, case studies, micro-supervision, and video feedback

* opportunities to link a doctoral dissertation to faculty actively engaged in research and development concerned with professional development

* practicum and internship opportunities

* opportunities for individual and collaborative action research

* individually tailored programs to complement core studies in professional development

GUIDELINES FOR PRINCIPALS AND SENIOR FACULTY REPRESENTATIVES IN RELATION TO TEACHER IDENTIFICATION FOR INTERVENTION ASSISTANCE WITHIN THE PAR PROGRAM

The Peer Assistance and Review Program (PAR Program) has as one of its major components a plan to assist experienced teachers who are experiencing serious difficulties in their teaching assignments. This assistance is to be provided by a peer referred to as a consulting teacher. The consulting teacher will work with the referred teacher until such time as the consulting teacher determines that the teacher is either working successfully and needs no further assistance or determines the referred teacher is not showing reasonable growth in relation to the assistance provided. It is important that everyone understands that the major purpose of intervention is to assist the experienced teacher to overcome deficiencies and again become a successful teacher.

The building principal and the senior faculty representative (SFR) are the key people in the school to provide input as to which teachers should be referred for assistance. The process of enrolling a teacher as a PAR Program participant is initiated whenever a building principal and/or a senior faculty representative believes that a teacher in his/her building is experiencing serious difficulty in the performance of professional duties and could benefit by intervention from a PAR Program consulting teacher. If the building principal is the initiating party, he/she should call the Manager of Personnel Services and recommend the teacher as a candidate for the PAR Program. If the senior faculty representative is the initiating party, he/she should call the CEA President with a similar recommendation. Conversation between the SFR and principal about the possibility of recommending a teacher for the PAR Program must be treated in a very confidential and professional manner.

If, after consultation, the Manager of Personnel Services and the CEA President determine that the views of the building principal and the senior faculty representative concur and that substantive cause for concern exists, then the senior faculty representative will be notified to take the recommendation to the Association Building Council (ABC).

The ABC will meet in executive session, as provided in Article 202.05 of the Master Agreement, to consider the recommendation. The executive session may be a part of a regularly scheduled ABC meeting or the chairperson of the ABC may call a special meeting for the purpose of discussing this matter only. In the case of a special meeting, the chairperson will notify all ABC members of the date and time of the meeting at least five (5) school days in advance. Executive sessions are limited to the five (5) members of the ABC.

If the ABC decides that the teacher being discussed should be recommended as a PAR Program participant, the "Recommendation for Intervention" form will be completed, signed by both the building principal and the senior faculty representative, and forwarded to the PAR Program Panel.

Teachers not assigned to a regular school staff may be recommended for intervention by their program supervisor. The recommendation should go to the Manager of Personnel Services. The remainder of the process will be similar to that above except that the CEA President will act in place of the Association Building Council.

The PAR Program Panel will review and vote on the recommendation. If the panel votes to include a teacher in the program, the panel will notify the teacher and the building principal. The teacher's participation is not voluntary. The panel will assign a PAR Program consulting teacher to the new program participant.

Staff members are frequently well aware when a colleague is having serious difficulty. The more common indicators of performance problems may include any of the following:

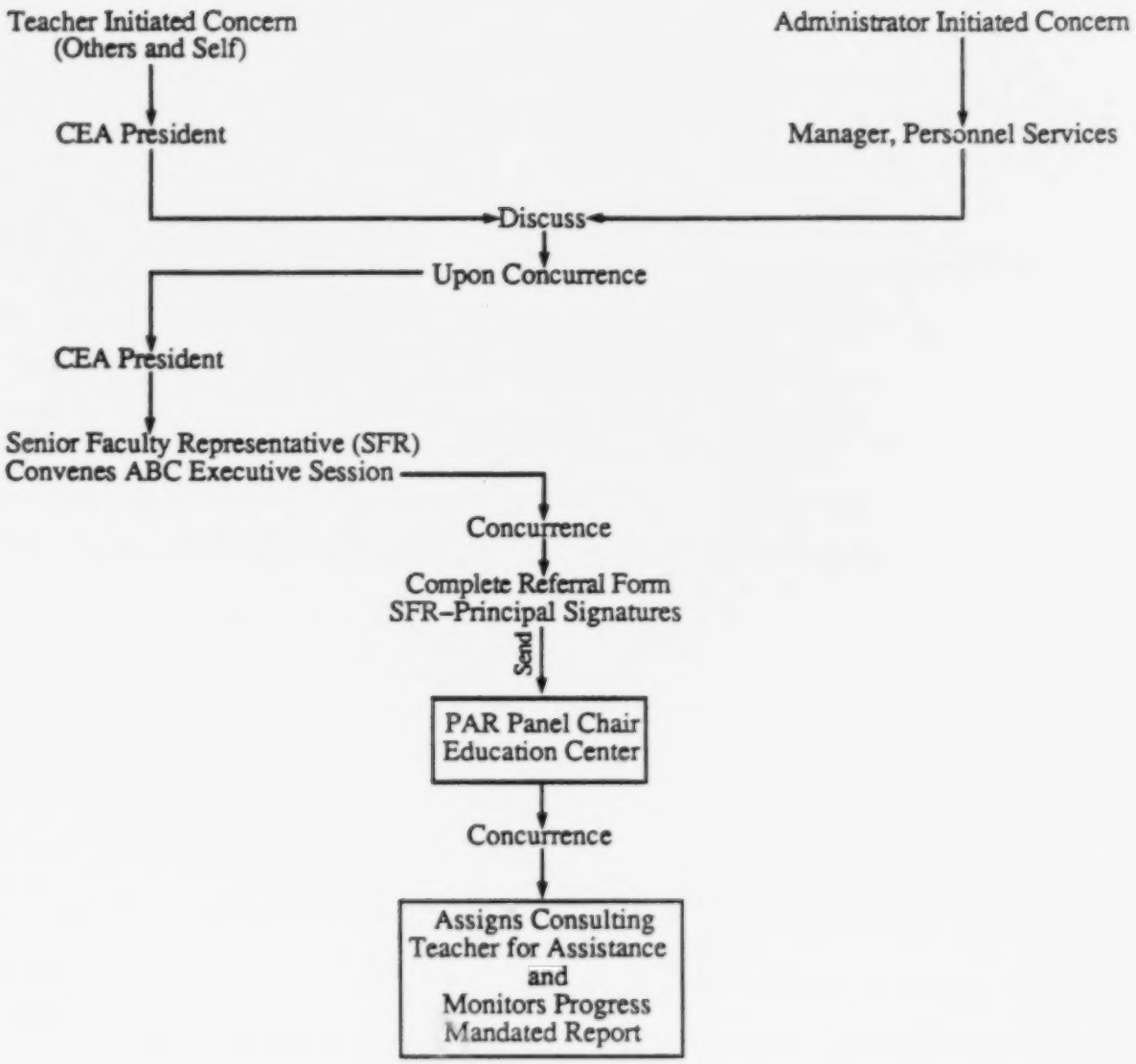
- Serious discipline and classroom control problems
- Frequent conflicts with students
- A noisy classroom atmosphere
- Children frequently out of the classroom and in the halls
- Total lack of student interest in classroom activities
- Incidence of discipline referrals
- Unduly harsh and unreasonable treatment of students
- Frequent parent complaints and difficulty resolving problems with parents
- Lack of planning and preparation for instruction
- Disorganized about meeting professional responsibilities
- Extremes in grading as reflected in grade inflation or excessive failure rates
- Lack of student growth and achievement
- Tardiness and high absence rates
- Sarcasm and demeaning comments in relation to students
- General negativism toward all facets of the job
- Difficulty with routine tasks
- Fails to comply with district policies and administrative requests

It is important to understand that teachers referred for assistance are not being written off as unsuccessful teachers that must be removed from the profession. Teachers referred to the program are viewed as valuable professionals and human beings who deserve to have the best resources available in the Columbus Public Schools (PAR Program) provided to them in the interest of improving performance to a successful standard.

The PAR Panel composed of four members appointed by the CEA and three members appointed by the Superintendent are charged with the responsibility to manage the PAR Program. The panel will monitor the progress of each participant by reviewing status reports regularly submitted by PAR consulting teachers. When the panel receives a final status report from a consulting teacher stating that the PAR Program participant needs no further assistance or that further assistance will not be productive, the panel will complete and forward a written report to the Manager of Personnel Services for inclusion in the participant's personnel file. A copy of this written report will be sent to the participant.

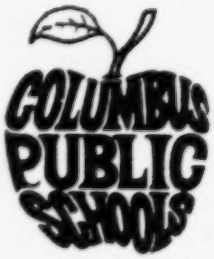
PAR 1/86

PAR REFERRAL PROCESS



Special Notice Evaluation is an available alternative for administrator use in the absence of agreement for PAR referral.

PEER ASSISTANCE and REVIEW PROGRAM (PAR Program)



In this time of increased public demand for stringent teaching standards, the Columbus Public Schools and the Columbus Education Association are setting a national example through PAR--the Peer Assistance and Review program.

This innovative program ensures that all district teachers are successful in the classroom by providing assistance to new Columbus teachers and to experienced teachers who are having difficulty.

This partnership between union and management is ensuring that quality teachers are in all Columbus classrooms.

OVERVIEW

The following is an overview of the PAR Program. The more detailed explanations that follow are guidelines which are subject to change as experience provides a sound basis for improvements.

The major characteristics of the PAR Program are as follows:

- A seven-member panel directs the program. The Columbus Education Association (CEA) appoints four members and the Superintendent of the Columbus Public Schools appoints three.

- The PAR Panel selects the teachers who will be working with the intern (beginning) teachers and with any other teachers identified by the panel for assistance. These teachers are called "consulting teachers."

- Newly-employed teachers are considered intern teachers and are assigned to a consulting teacher for their first year.

- Experienced teachers assigned to the PAR Program receive assistance until the PAR consulting teacher determines that no further assistance is needed or will be productive.

- The contractual and legal rights of intern teachers and experienced teachers assigned to the PAR Program for intervention are honored.

- Program support is furnished by the Board of Education. The PAR Program may be terminated at any time by either the Superintendent or the CEA President with 30 days written notice to the other party.

Background

The first phase of the PAR Program was operational by the middle of the 1985-86 academic year. During the early part of the year, the panel was appointed and worked on the development of the specific details of the program and the forms and materials that would be needed. The panel selected the PAR consulting teachers and directed their inservice training program.

By the second semester, a limited number of consulting teachers were available to assist any experienced teachers identified by the panel for inclusion in the program. The experienced teacher identified by the PAR Panel for intervention does not have the option of refusing the assistance of the PAR teacher. Intern teachers were included in the program at the start of the 1986-87 academic year.

THE PAR PROGRAM

The Columbus Public Schools are continuously striving to provide the highest possible quality of education. For students to succeed in learning, teachers must succeed in teaching. The PAR Program has been designed to improve the quality of instruction by assuring that all teachers experience professional success. The program consists of two segments.

Intern Segment

The intern segment of the PAR Program offers all newly-hired teachers the support, advice, and direction necessary to make their first year's experience in the Columbus Public Schools as successful as possible. Consulting teachers work with newly-hired teachers and coach, assist, and evaluate their classroom performance.

Intervention Segment

The intervention segment of the PAR Program offers all available resources within the school system to help experienced teachers who are having serious difficulties in the performance of their professional classroom duties. In close cooperation with the building principal, the PAR consulting teacher works to identify weaknesses in teaching, develops specific performance goals, offers support, and monitors progress of each PAR Program participant. Other school system personnel assist in the program when needed.

The following aspects of the PAR Program demonstrate the relationships and interaction among various team members:

- Prior to working with a teacher newly-identified for intervention, the consulting teacher meets with the building principal to discuss the case. The building principal identifies problems and offers suggestions for improvement.

- The consulting teacher meets with the participating teacher to discuss the PAR Program intervention and goal setting process.

- The consulting teacher observes the participating teacher and assesses teaching performance to determine performance goals.

- The building principal, consulting teacher, and program participant meet to establish specific performance goals necessary to raise the participant's performance to an acceptable level. If specific subject or program related concerns are involved, program consultants and supervisors may also be included in this conference.

- During the participant's stay in the PAR Program, the consulting teacher frequently observes the participant, having both pre-observation and post-observation conferences as often as practical. Subject area consultants and special program area supervisors may be included as frequently as deemed necessary by the consulting teacher.

- The consulting teacher communicates regularly with the building principal regarding the progress of the program participant and to discuss reports prior to submitting them to the PAR Panel.

- The PAR Panel may call on building principals, consulting teachers, or other school system personnel to participate in discussions regarding the progress and program status of PAR Program participants.

The PAR Panel

The PAR Program Panel is composed of four members appointed by the Columbus Education Association and three members appointed by the Superintendent of the Columbus Public Schools. The chair rotates annually between the two parties, with a panel year defined as August 1 - July 31. (The chair for the first year of the program was selected by a mutually agreed upon procedure.) To meet, two-thirds of the members of the panel must be present.

The major responsibilities of the PAR Program Panel are as follows:

- **PAR Program**
  The PAR Panel determines the specific details of the PAR Program. The panel establishes operational procedures, develops all necessary forms and documents, and generally manages the PAR Program.

- **PAR Program Consulting Teachers**
  The panel selects the PAR Program consulting teachers based on the criteria established elsewhere in this document. These teachers are trained to offer peer assistance and in-serviced in the specific details of the PAR Program. The panel continuously monitors and evaluates the effectiveness of PAR Program consulting teachers and makes recommendations to the Manager of Personnel Services for the Columbus Public Schools, regarding their continuation in the PAR Program.

- **PAR Program Participants**

  Intern Participants - Specific guidelines for classroom observations, conferences, in-service, interim reports, and evaluations are developed by the PAR Panel.

  Intervention Participants - The panel reviews and acts upon "Recommendation for Intervention" forms. If the panel votes (2/3 of the members present) to include a teacher in the PAR Program, the panel notifies the teacher and the building principal and assigns a PAR Program consulting teacher.

- **Status Reports and Evaluations**
  The PAR Panel monitors the progress of each participant by reviewing status reports and evaluations regularly submitted by PAR consulting teachers. Except in very special circumstances, PAR Program participants are not given Special Evaluations while they are in the program.

  Intern Program - The PAR Panel is updated at regular intervals on the progress being made by intern teachers. A written Interim Report is presented by the consulting teacher to the panel for review in December. The evaluation is completed by the consulting teacher between mid-March and the end of May and is submitted for review to the PAR Panel prior to any final action being taken by the administration.

Intervention Program - When the panel receives a final status report from a consulting teacher stating that a PAR Program participant needs no further assistance or that further assistance will not be productive, the panel completes and forwards a written report to the Manager of Personnel Services for inclusion in the participant's personnel file. A copy of this written report is sent to the participant.

The PAR Consulting Teacher

Selection Criteria

Criteria for selection of PAR consulting teachers includes the following:

- Has been a teacher in the Columbus Public Schools for a minimum of five years.
- Demonstrates outstanding classroom teaching ability.
- Demonstrates talent in written and oral communications.
- Demonstrates ability to work cooperatively and effectively with other professional staff members.
- Has extensive knowledge of a variety of classroom management and instructional techniques.

Selection Process

There is an application form for the position of PAR consulting teacher. When the PAR Program first began, the Manager of Personnel Services directed the posting of the position in all buildings. The posting included an application deadline for consideration in the initial group; however, applications are accepted at any time and kept on file for future consideration based on the expansion and/or needs of the program.

In addition to submitting a properly completed application form, each applicant is required to have the following documents submitted directly to the Manager of Personnel Services.

- A reference from his/her building principal or immediate supervisor if the teacher is not assigned to a school building.
- A reference from his/her senior faculty representative.
- References from two other teachers from his/her building or program if the teacher is not assigned to a school building.

The President of the CEA and the Manager of Personnel Services review the applications and identify teachers for consideration by the PAR Panel. The panel selects consulting teachers from this group of applicants. All applications and references are treated with the strictest confidentiality.

Assignment Status

Applicants who are not accepted as consulting teachers are notified. Those who are selected by the PAR Panel as consulting teachers:

- Continue in current assignment until the PAR Panel determines the need for a consulting teacher. Identification by the panel as a consulting teacher is not a guarantee of active assignment.

- If assigned, work full-time as a consulting teacher until the panel determines the service is no longer needed. Generally, assignments will be for the school year and will not continue more than three years.

- Have a right to return to their previous teaching assignment if their assignment as a consulting teacher is for less than a full school year. Consulting teachers who are on active assignment for a full school year or more will be given every available consideration in their teaching assignment.

- Receive a supplemental contract for services as an assigned consulting teacher at the rate of $3000 per year. Partial years will be prorated. Supplemental contracts held by consulting teachers at the time of assignment will be paid if the services under the contract have begun. For purposes of determining years of continuous service under supplemental contracts, years served as a PAR consulting teacher may be applied to either Group A or B in Article 906.01 of the Master Agreement.

The PAR Participant

Intern Participants

All newly-hired teachers who have not previously participated in the PAR Program will be designated interns for one year for the purpose of professional development and evaluation. The PAR Panel will have the authority to exclude a teacher from the program because of special job-related considerations.

Intervention Participants

The process of enrolling a teacher as a PAR Program participant is initiated whenever a building principal and/or a senior faculty representative believes that a teacher in his/her building is experiencing serious difficulty in the performance of professional duties and could benefit by intervention from a PAR Program consulting teacher. If the building principal is the initiating party, he/she should call the Manager of Personnel Services and recommend the teacher as a candidate for the PAR Program. If the senior faculty representative is the initiating party, he/she should call the CEA President with a similar recommendation.

If, after consultation, the Manager of Personnel Services and the CEA President determine that the views of the building principal and the senior faculty representative concur and that substantive cause for concern exists, then the senior faculty representative will be notified to take the recommendation to the Association Building Council (ABC).

The ABC will meet, in executive session as provided in Article 202.05 of the Master Agreement, to consider the recommendation. The executive session may be a part of a regularly scheduled ABC meeting or the chairperson of the ABC may call a special meeting for the purpose of discussing this matter only. In the case of a special meeting, the chairperson will notify all ABC members of the date and time of the meeting at least five school days in advance. Executive sessions are limited to the five members of the ABC.

If the ABC decides that the teacher being discussed should be recommended as a PAR Program participant, the "Recommendation for Intervention" form will be completed, signed by both the building principal and the senior faculty representative, and forwarded to the PAR Program Panel.

Teachers not assigned to a regular school staff may be recommended for intervention by their program supervisor. The recommendation should go to the Manager of Personnel Services. The remainder of the process will be similar to that above except that the CEA President will act in place of the Association Building Council.

The PAR Program Panel will review and vote on the recommendation. If the panel votes to include a teacher in the program, the panel will notify the teacher and the building principal. The teacher's participation is not voluntary. The panel will assign a PAR Program consulting teacher to the new program participant.